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ABSTRACT

An overview is provided of the 1985-86 activities of the Academic Senate for California Community Colleges (ASCCC). After citing the section of the California Administrative Code establishing the ASCCC and listing the officers and members of the organization, the annual report presents a statement by the ASCCC president, Mark Edelstein, regarding the ASCCC's concern with and assessment of the community college reassessment study undertaken by the Commission for the Review of the Master Plan for Higher Education (CRMPHE). Next, a treasurer's report sets forth the financial position of the ASCCC. The report then outlines the year's activities, presenting highlights and resolutions from the two general sessions, analyzing the task and conclusions of the CRMPHE, and offering summaries of ASCCC's Minority Symposium, the organization's involvement in the American Association of Community and Junior Colleges Convention, the work of the ASCCC's committees, and their representatives on other committees. The next section presents reports by ASCCC committees on accreditation, publications, archives, educational policies, faculty development, legislation, nominations and elections, relations with local senates, and vocational education; along with reports from ASCCC committee representatives and liaisons with other associations and councils. Finally, senate presidents and delegates are listed, along with ASCCC publications. (RO)

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THE ACADEMIC SENATE

for California Community Colleges

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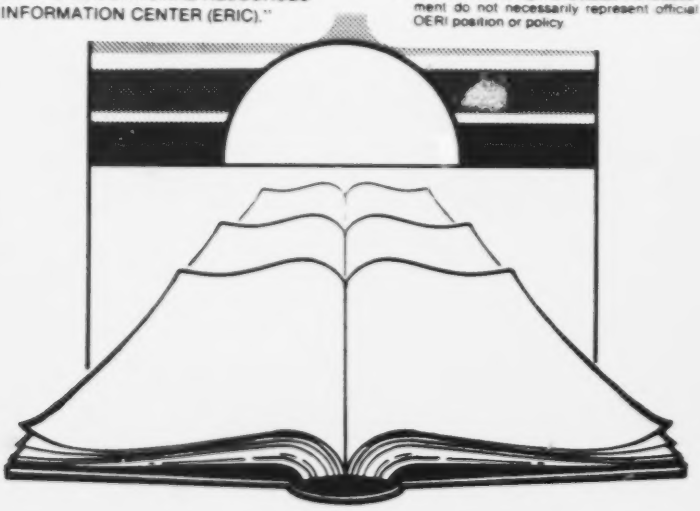

JC 860 255

TENTH ANNUAL REPORT

June 1986

THE TENTH ANNUAL REPORT

OF

THE ACADEMIC SENATE

FOR CALIFORNIA COMMUNITY COLLEGES

Prepared and Edited by

SUSAN PETIT

College of San Mateo

SUSAN ESTES

Assistant Editor

College of San Mateo

June 1986

At the end of each academic year, the Academic Senate for California Community Colleges distributes the Annual Report to community college academic senates and to others interested in the activities of the Academic Senate.

Additional copies of the Tenth Annual Report can be ordered for $3.00 each from the following address:

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Phone: (916) 441-5465

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Title 5 of the Administrative Code

Subchapter 2 - ACADEMIC SENATE

53206. Academic Senate for California Community Colleges

(a) In order that the community college faculty of California may have a formal and effective procedure for participating in the formation of state policies on academic and professional matters, an Academic Senate for the California Community Colleges has been established through ratification by local senates or faculty councils.

(b) The Board of Governors recognizes the Academic Senate of the California Community Colleges as the representative of Community College academic senates or faculty councils before the Board of Governors and the Chancellor's Office.

THE ACADEMIC SENATE
FOR CALIFORNIA COMMUNITY COLLEGES

1985-1986 Officers and Executive Committee

President	Mark Edelstein	Palomar College
Vice-President	Eileen Lewis	Canada College
Secretary	Karen Sue Grosz	Santa Monica College
Treasurer	Phil Hartley	Chaffey College
Past President	Carmen M. Decker	Cypress College

Executive Committee Members

Area A Representative	James Prager	Yuba College
Area D Representative	Erna Noble	Chaffey College

Representatives from the North

Henry Schott	Marritt College
Larry Miller	Foothill College
Susan Petit	College of San Mateo

Representatives from the South

Edith Conn	Ventura College
Terry Thomas	Southwestern College
Angelo S. Villa	Los Angeles Valley College

Representatives at Large

Debra Banks	Mission College
Alfredo Mendoza	East Los Angeles College

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PRESIDENT'S REPORT

Since the community college reassessment study, undertaken by the Commission for the Review of the Master Plan, incorporates most of the major issues facing the community colleges, that study has been a major focus for the Academic Senate throughout the past year. As the Commission developed the various drafts of its report, the Academic Senate presented its positions and ideas by means of formal testimony, written reports, and frequent communication with both the Commission members and the staff. The Senate also provided the opportunity, at both its Fall and Spring Conferences, for faculty leaders to discuss with Commission members, staff, and legislators the various issues raised by the Commission's study.

The final draft of the Commission's report has now been published, and, in general, the recommendations are very good. The main thrust of the report is that while community colleges should remain open-access institutions, they should also become more clearly postsecondary institutions. In order to accompliah this, the Commission recommends numerous changes in standards, finance, and governance. The recommendations on governance are likely to have a great impact on local academic senates, because the Commission not only recommends that the role of the Board of Governors be strengthened, but also recommends that the role of faculty and of academic senates be strengthened, particularly "with respect to the determination and administration of academic standards; course approval; hiring, retention, and evaluation of faculty; and other academic functions." Some of the Commission's recommendations, of course, are controversial and will require thorough study and a great deal of discussion. However, both the community colleges in general and the Academic Senate in particular have reason to be optimistic that the effect of the report will be extremely positive and that both our institutions and the public perception of our institutions will be significantly improved.

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The Commission will now move into the second stage of its study, in which it will review the entire Master Plan for Higher Education. Meanwhile, the Joint Legislative Committee for the Review of the Master Plan will study the Commission's report on community colleges and develop legislation to implement some or all of the recommendations. The Academic Senate will continue to follow the activities of the Commission but will now also work as closely as possible with the Joint Committee in an effort to ensure that the legislation which is developed will enhance the quality of community college education.

In addition to this involvement with the review of the Master Plan, the Academic Senate has continued, and, in fact, increased its activities with groups such as the Intersegmental Senate Committee, the Articulation Council, the Accrediting Commission, the Occupational Education Coalition, and the Task Force on Academic Quality. Through these groups and through the various Senate committees, the Executive Committee has expanded upon a number of efforts from last year and initiated still others.

The Senate newsletter, The Rostrum, has continued its development as one of the most valuable sources of information on community college issues. Susan Petit, the very able editor of the newsletter, has also this year brought back an older publication, Forum, which provides the kind of longer, more thoughtful essays that the format of a newsletter does not allow. Under the leadership of Erma Noble, the Vocational Education Committee has continued to expand the influence of vocational faculty. This year, for the first time, the committee sponsored a special pre-conference workshop to provide vocational faculty the opportunity to discuss in depth the issues of particular concern to them. The Legislative Committee, chaired by Debra Banks, completed its work on a legislative effectiveness manual, which was presented to the Spring Conference in draft form. Debra Banks also worked on the curriculum manual, which, along with a number of clear and well-thought-out position papers, was presented to the Spring Conference by the Educational Policies Committee, chaired by Val Villa.

The Senate also began a number of new activities this year. The Relations with Local Senates Committee, chaired by Terry Thomas, started work on a "permanent file" of background documents which the Academic Senate will eventually provide to each new local senate president. The Faculty Development Committee explored new models for faculty development, and, under the direction of its chair, Larry Miller, made a proposal on faculty development which was recommended for funding by the Fund for Instructional Improvement. This was one of the grant proposals submitted by the Senate this year. The other, developed in conjunction with the CIO's, would establish a clearinghouse for staff exchanges among the community colleges. That proposal was also recommended for funding. In addition, the Academic Senate, through Carmen Decker and Alfredo Mendoza, participated in a very important symposium on minorities, which was sponsored by the Chancellor's Office, and the Senate itself sponsored a presentation on collegial governance at the annual conference of the Association of American Community and Junior Colleges. Also, Edith Conn and Jim Prager established a strong liaison with the new student government organization, and Henry Schott has begun work which will increase the Senate's research and information retrieval capabilities.

All of these efforts have been facilitated by the efficiency and dedication of the Secretary, Karen Sue Grosz; by the fiscal restraint and organizational ability of the Treasurer, Phil Hartley; by the counsel and perspective of the Past President, Carmen Decker; by the endless energy and commitment of the Archivist, Edith Conn; and by the intelligent, reliable, and consistently impressive contribution of the Vice-President, Eileen Lewis. To these people, to the rest of the Executive Committee, and to all of the other faculty leaders across the state, who give their time and energy to improve the quality of education provided to our students, the community colleges are indebted.

Mark Edelstein

In 1980, the Legislature first recognized the importance of the role of the Academic Senate for California Community Colleges in helping to formulate policy on academic and professional matters by appropriating funds to augment money received by the Senate from individual colleges. These funds, appropriated each year by the Legislature, have been used to allow full reassigned time for the president and some reassigned time for other officers and chairs of major committees. This state funding has allowed the Senate to increase its activities on behalf of community college faculty.

THE ACADEMIC SENATE

FOR CALIFORNIA COMMUNITY COLLEGES

Treasurer's Report—Nine Months* Ending April 1, 1986

INCOME		
State Monies	$54,600.03	
College Subscriptions	37,511.59	
Fall Conference	21,022.00	
Spring Conference	0.00	
Publications	96.71	
Interest	1,131.51	
TOTAL INCOME		$114,361.84
EXPENSES		
Executive Committee		$15,959.42
President	8,180.31	
Vice-President	0.00	

Secretary	0.00	
Treasurer	2,407.94	
Past President	0.00	
Archivist	0.00	
Educational Policy Chr.	0.00	
Publications	0.00	
Total Reassigned Time		10,588.25
Officer Expenses		2,407.14
Office Expenses		11,300.68
Publications		1,614.45
Conferences		
Fall	19,664.19	
Spring	378.21	
Total Conferences		20,042.40
Area Meetings		
Area A	249.57	
Area B	389.14	
Area C	302.21	
Area D	262.28	
Total Area Meetings		1,203.20

Committee Expenses		
Chancellor's	2,004.11	
Academic Senate	2,937.44	
Liaison	11,041.81	
Contingency Reserve	112.11	
Total Committee Expenses		16,095.47
TOTAL EXPENSES		79,211.01
% BUDGETED EXPENDED TO DATE		52%

* Only a nine-month statement is available because of the deadline for preparation of the Annual Report. During the remainder of the 1985-1986 year there will be further income (some state money and interest, a few more college subscriptions, and the Spring Conference). Expenses will increase in most budget categories but especially for the Spring Conference, publications, and further payments for reassigned time (President, Secretary, Archivist).

Philip L. Hartley, Treasurer

THE ACADEMIC SENATE

FOR CALIFORNIA COMMUNITY COLLEGES

1986-1987 Officers and Executive Committee

President	Mark Edelstein	Palomar College
Vice-President	Larry Miller	Foothill College
Secretary	Karen Sue Grosz	Santa Monica College
Treasurer	Phil Hartley	Chaffey College
Past President	Carmen Decker	Cypress College
Area A Representative	James Prager	Yuba College
Area B Representative	Eileen Lewis	Canada College
Area C Representative	Edith Conn	Ventura College
Area D Representative	Erma Noble	Chaffey College

Representatives from the North

Henry Schott	Merritt College
Bob Zavala	Los Medanos College

Representatives from the South

Patricia Siever	Los Angeles Mission College
Angelo S. Villa	Los Angeles Valley College

Representatives at Large

Debra Banks	Mission College
Everett J. Hannan	Cosumnes River College

10

ACTIVITIES

We, the faculty of the community colleges of California, through the local academic senates, do hereby establish the Academic Senate for California Community Colleges, Inc., in order to promote the best interest of higher education in the state and to represent the faculties of all California Community Colleges at the state level.

Preamble, By-Laws of the Academic Senate

Twice each year the Academic Senate for California Community Colleges meets in a General Session where delegates from the college and district senates hear informative speakers, deliberate issues, and take positions. These positions guide Executive Committee members and senate appointees as they represent the Senate to the Chancellor's Office, the Board of Governors, the CSU and UC senates, and other organizations.

In addition, representatives of local senates meet at Area meetings several times during the year. College and district senates are grouped geographically into four general areas, each containing twenty to thirty colleges. Executive Committee members act as contact and resource persons for the areas, keeping senates informed on issues, planning and conducting Area meetings, and establishing liaison with adjacent UC and CSU senates.

The Executive Committee meets approximately ten times during the year to conduct business, become informed on current issues, act on committee reports, and meet with representatives of other statewide organizations.

SESSIONS AND ACTIVITIES

1985 FALL GENERAL SESSION

Theme: Re-Creating the Community Colleges

Red Lion Inn, Ontario

October 31-November 2, 1985

REGISTERED	215
EXECUTIVE COMMITTEE	15
GUESTS	40
OTHER FACULTY	160
COLLEGES REPRESENTED	86

HIGHLIGHTS: The three-day conference began on Thursday at 9:00 a.m. with orientation for new delegates. At the First General Session, President Mark Edelstein greeted the delegates, then introduced John D. Randall, Superintendent-President of Mount San Antonio College, who discussed how the community colleges should plan and begin to implement changes, including making themselves more accountable to the state and improving the governance structure.

Delegates adjourned to break-out sessions on accreditation, the use of part-time faculty, curriculum committees, and developing faculty leadership. Participating as resource people were John C. Petersen, Executive Director-Elect of

the Accrediting Commission; John D. Randall; Russel Orpet, CSU Long Beach; John Clerx, Los Angeles Valley College; and Marsha Hoagland, Modesto Junior College.

At lunch, attendees were addressed by Brian Murphy, Chief Consultant to the Joint Legislative Master Plan Committee, which will receive the report of the Commission to Review the Master Plan. Murphy explained the differing roles and charges of the two groups and urged faculty to express their opinions to both with as much unanimity as possible.

Afternoon break-out sessions were on faculty and administrative hiring, improving local senates, the Carvel Study of vocational education, the Legislative Master Plan Committee, and minorities in higher education. Resource people included Otto Roemmich, Interim Superintendent-President of Chaffey College; William H. Meardy, Executive Director, Association of Community College Trustees; Fred and Joan Carvel, Carvel Associates; Brian Murphy; Gus Guichard, Vice-Chancellor of the California Community Colleges; Ed Apodaca, UC Director of Admissions; and Doug Barker, Director, State Services of the College Board.

The Second General Session featured addresses by Bill Honig, California Superintendent of Public Instruction, who discussed past and future changes in public schools, and Chancellor Joshua Smith, who urged greater faculty leadership in the community colleges. A reception followed.

The Honorable Tom Hayden, Member of the Assembly, spoke at the evening's banquet. His subject was changing demographics in California and their effect on education.

Activities on Friday, November 1, began with a report by Lee R. Kerschner, Executive Director of the Commission for the Review of the Master Plan for Higher Education, whose report on the community colleges was due early in 1986. He discussed the current draft of the Commission's report, citing the items he considered of greatest importance.

Following the report, delegates chose among break-out sessions on the Commission's report, changing the associate degree, "free flow" of students, high school articulation, and strengthening local senates. Resource people included Lee R. Kerschner; Felix LeMarinel, member of the Master Plan Commission and trustee in the North Orange County District; Connie Anderson and Ronn Farland, Chancellor's Office; Cedric Sampson, Assistant to the Chancellor of the Los Angeles District; Robert Silverman, Assistant Dean, Santa Monica; Paul Setziol, De Anza College; Norbert Bischof, Merritt College; Bill Kelly, Bakersfield College; Gayle Byock, UCLA; and Linda Wark, Assistant Dean, Sacramento City College.

At lunch, the Honorable Charles Bader, Member of the Assembly and of the Joint Legislative Committee, addressed the delegates on changes in California that will affect the community colleges.

Following lunch, the need for teaching and administrative credentials was debated by a panel composed of David Rubiales, President of the Community College Association of the CTA; Robert Gabriner, President of the Community College Council of the AFT; and Cy Gulassa, President of the Faculty Association of California Community Colleges. Angelo S. "Val" Villa, Chair of the Educational Policies Committee of the Academic Senate, moderated the discussion.

Afternoon break-out sessions were on governance, contract education, grading standards, credentials, and the planned Gerald Hayward Excellence in Teaching Award. Resource people included Agnes Robinson, Borgny Baird, and Jonnah Laroche, members of the Board of Governors; staff of the Arthur Young Research Institute; Allan Petersen, Chancellor's office; and Maryamber Villa, Los Angeles Valley College.

On Saturday, November 2, delegates met in Area meetings at 8:00 a.m. to review and amend resolutions written on Friday. The Third General Session ran from 10:00 a.m. to 5:00 p.m.

and, following the President's Report, was devoted to voting on resolutions. During the lunch recess, Doug Sabiston, a recent retiree from Contra Costa College and a former member of the Executive Committee of the Academic Senate, was presented with a resolution naming him Senator Emeritus of the Academic Senate.

RESOLUTIONS

Resolutions adopted by the delegates include the following:

APPOINTMENTS

that senate appointees/nominees acknowledge that they will be replaced by faculty if they accept administrative positions.

ACCESS

that the Senate recognize the problem of underrepresentation of minorities in California and request that the Intersegmental Senate Committee adopt the issue as a priority item.

ARTICULATION

that the Executive Committee be directed to cooperate with the Superintendent of Public Instruction in improving articulation.

that local senates be urged to seek to establish articulation councils with local high school faculty upon a principle of mutual support and leadership.

CREDENTIALS

that the Senate not support the elimination of credentials unless certain specified conditions exist to protect quality.

that a bachelor's degree be the minimum educational requirement for a full vocational credential and that four years of work experience also be required.

CURRICULUM

that non-credit, community service, and television courses be subject to the same approval and review process as credit courses.

FACULTY DEVELOPMENT

that the Senate provide local senates with leadership training.

FREE FLOW

that the principle of "free flow" for students be supported, along with the need to address problems of districts which may be hurt financially by application of the principle.

GOVERNANCE

that the Senate urge the Master Plan Commission to reaffirm and definitively state the concept of shared governance with reference to the academic senates.

GRADING STANDARDS

that the Senate recommend that plusses and minuses be included in standard grading policy.

HIRING

that the Senate urge that faculty be given responsibility for the evaluation of probationary faculty for advancement to regular status.

that the Senate urge the Board of Governors to lengthen the period of probation to four years.

that the Senate support the development of community college faculty screening and selection policies which will give the faculty in the discipline involved the maximum recommending authority.

MASTER PLAN

that the Senate express to the Master Plan Commission its support of the need for a strong program of professional development.

TRANSFER CENTERS

that the Senate request that the Chancellor's Office require that a local faculty advisory committee appointed by the Academic Senate be established for each Transfer Center.

1986 SPRING GENERAL SESSION

Theme: Planning Our Future

Capitol Plaza Holiday Inn, Sacramento

April 11-12, 1986

Pre-Conference Activities, April 10

REGISTERED	247
EXECUTIVE COMMITTEE	15
GUESTS	50
OTHER FACULTY	182
COLLEGES REPRESENTED	89

HIGHLIGHTS: The Senate sponsored two pre-conference activities on the afternoon of Thursday, April 10, a vocational education session under the direction of Erna Noble, Chair of the Vocational Education Committee of the Senate, and a legislative workshop under the direction of Debra Banks, Chair of the Legislative and Political Effectiveness Committee of the Senate. Participants in the vocational education workshop included Douglas Burris, Chair, Occupational Education Coalition; Arthur Margosian, Chair, Board of Governors' Vocational Education Committee; and William Anderson and Betty Kisbey, Chancellor's Office. The legislative workshop included the Honorable Phillip Isenberg, Chair of the Assembly Democratic Campaign Committee; Patrick McCallum, Executive Director of the Faculty Association of California Community Colleges (FACCC); and John McFarland, Sierra College.

In the early evening, a reception was given by the Senate in the Chancellor's Office building. Guests were invited to see the Academic Senate office facilities and to meet Susan Regan, the Senate's Sacramento secretary.

On Friday, April 11, the Spring Conference began with a Continental breakfast, orientation for delegates, and a workshop on parliamentary procedures. Displays of scholarship including publications and artistic projects were provided by a number of colleges for attendees to view between sessions. The Senate distributed a number of publications, including the Senate journal, Forum, edited by Susan Petit and Susan Estes; two documents compiled by Archivist Edith Conn, 60 Milestones in the History of Senates and the Academic Senate for California Community Colleges and a booklet on resolutions from 1969 to 1985 on evaluation, hiring, and tenure; and two draft documents edited by Debra Banks, one on curriculum and one on political effectiveness. The current draft of the foreign language competency statement was also given out.

At the First General Session, Senate President Mark Edelstein and Los Rios District Vice-Chancellor Douglas Burris welcomed delegates and other attendees. Gus Guichard, Senior Vice-Chancellor of the California Community Colleges, reported on behalf of the Chancellor's Office and spoke of future demographic and other changes which will affect the colleges. Patrick Callan, retiring Executive Director of the California Postsecondary Education Commission (CPEC), gave the keynote address, focusing on problems of quality in public higher education.

Workshops following that session concerned implementing the report of the Commission for Review of the Master Plan for Higher Education, collegial governance at the California State University (CSU) and the University of California (UC), integrating high school articulation and college placement, and general concerns including implementing the Hayward Outstanding Teacher Award. Resource people included

Peter McCuen, member of the Master Plan Commission; Brian Murphy, Chief Consultant of the Legislature's Joint Master Plan Committee; Mark Weelis, UC Davis; Bernard Goldstein, CSU Academic Senate chair; Paul Gussman, Department of Education; Linda Young, CSU Sacramento Director of Composition; and Connie Anderson, Chancellor's Office.

At lunch Jonnah Larocbe, faculty member of the Board of Governors, spoke to the "hearts and feet" of faculty in the colleges, urging greater commitment to excellence.

In the nominations session, the following people offered their candidacy for office:

President	Mark Edelstein (Palomar)
	Eileen Lewis (Canada)
Vice-President	Larry Miller (Foothill)
Secretary	Karen Sue Grosz (Santa Monica)
Treasurer	Phil Hartley (Chaffey)
Area B Representative	Henry Schott (Merritt)
	Bob Zavala (Los Medanos)
Area C Representative	Edith Conn (Ventura)
	Tony Gilleran (Santa Barbara)
	Alfredo Mendoza (East LA)
	Patricia G. Siever (LA Mission)
Member from the North	Everett "Bud" Hannan (Cosumnes River)
	Gerald O. Hubbard (West Hills)

Member from the South	Charles Donovan (San Bernardino)
	Bill Scroggins (El Camino)
	Terry Thomas (Southwestern)
	Evelyn "Sam" Weiss (Golden West)

Two sets of afternoon workshops followed this session. The topics were a legislative update on the Master Plan review; governanace charters; the role of the faculty in articulation; writing grants for occupational education; evaluation of remediation; finding models of faculty development; expanded faculty role in accreditation; a new era in hiring, evaluation, and tenure; and associate degrees.

Resource people included Patrick McCallum, FACCC; Bruce Hamlett, William Haldeman, and Suzanne Ness, CPEC; Doug Cronin and Tom Nussbaum, Chancellor's Office; Mary Wallace Wheat, member, Board of Trustees, Foothill-De Anza District and President, California Community College Trustees (CCCT); Leon Baradat, Mira Costa College and member, Board of Trustees, Palomar College; Thomas Fryer, Chancellor, Foothill-De Anza District and President-Elect, Chief Executive Officers (CEO's); Gene Dinielli, Chair, CSU General Education Advisory Committee; George Miller, Chair, UC's Board of Admissions and Relations with Schools (BOARS); Len Isaakson, West Los Angeles College; Pamila Fisher, Director of Special Programs, Modesto Junior College; Eleanor Yapundich, American River College; Phil Hartley, Chaffey College; Mary Ann Cox, Chair, Learning, Assessment, Retention Consortium (LARC); Tim May, Dean of Language Arts, Yuba College; Jonnah Laroche, Allan Hancock College and member, Board of Governors; Chester Case, President, Los Medanos College; Kathie Read, American River College; John Petersen, Executive Director, Accrediting Commission for Community and Junior Colleges; Norbert Bischof, Merritt College; and Peter Landsberger, Vice-Chancellor, Foothill-De Anza District.

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Following these sessions, attendees heard candidates' speeches and attended a no-host reception. At the banquet that evening, the Honorable Gary Hart, Chair of the Education Committee of the California State Senate, spoke on the future of education in California.

On Saturday, April 12, attendees met by geographic areas to review a record number of resolutions written the previous day in workshops and to write amendments, then reconvened in general session to hear officers' reports, elect officers and members of the Executive Committee, and vote on resolutions. Following the general sessions, at 5:15 p.m., delegates adjourned to a reception hosted by the Los Rios District Senate.

RESOLUTIONS

Resolutions adopted by the delegates included the following:

MASTER PLAN

core curriculum: that completion of a core curriculum not be made a condition of admission to UC or CSU for a transfer student

associate degrees: that the A.A. degree call for 60 transferrable units, including 39 in general education patterned after CSU's requirements and UC's if possible and 15 concentrated in one subject area, a GPA of 2.0, and demonstrated competence in reading, written expression, mathematics, and critical thinking; that the A.S. call for 60 units, including 24 in transferrable general education and 30 in the major field, a GPA of 2.0, and demonstrated competence in reading, written expression, and mathematics; and that the Senate oppose creation of an A.A.S. degree.

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credentials: to adopt a position paper outlining recommended minimum standards for community college faculty and administrators, including a master's degree for teaching in a traditional academic area, and a bachelor's degree and a minimum of four years of appropriate experience for teaching in a vocational area, with provision of exceptions for temporary and eminent faculty.

part-time faculty: to adopt a position paper calling for part-timers to be provided with the opportunity to participate in normal professional functions, equal evaluation procedures, and equal pay for equal services.

hiring: that extension of the probationary period to four years be contingent on the faculty's having the primary role in evaluation; and that departmental/divisional hiring committees should be composed primarily of faculty, operate under the aegis of the Academic Senate, recommend a maximum of three candidates, and receive, upon request, an explanation from the chief executive officer for rejection of the committee's recommended candidate.

tenure: that the Senate urge the Joint [Legislative] Committee to reject the tenure recommendation of the Master Plan Commission which calls for "a pilot program of two- to-five year 'rolling' contracts" as an "alternative to tenure" but support Legislative authorization of "rolling" contracts for two-year periods on a pilot basis for part-time faculty, coupled with peer review.

rank: that a task force be formed with the Chancellor's Office to recommend alternatives to rank.

governance: that the Academic Senate support the strengthening of the role of local academic senates and urge the Board of Governors to develop a plan for

encouraging greater student participation in appropriate aspects of governance. A position paper was adopted recommending adequate reassigned time for faculty most involved in governance activities.

finance: to ask the Board to review current statutes regarding fiscal services; to have the state provide emergency assistance; and to provide full state support for capital outlay projects. The Legislative Master Plan Committee was asked to support the funding outlined in Appendix A of the Master Plan Commission report.

ACADEMIC PREPARATION

to explore with the Chancellor's Office further development of the draft high school preparation document, Planning for Tommorrow, perhaps making it an intersegmental effort.

ACADEMIC QUALITY

to affirm a commitment to honors programs in liberal arts, science, and vocational programs; to endorse the development of honors programs; and to encourage local senates to become actively involved in seeking resources for their development and maintenance

HIRING AND EVALUATION

to encourage local senates to establish criteria for allowing faculty to enter new teaching disciplines and to ask the Executive Committee to identify criteria which could be established for such transfer.

SENATE ORGANIZATION

to form a committee to study reorganization of the Academic Senate and its Executive Committee.

to adopt procedures for discerning the Gerald C. Hayward Excellence in Teaching Award.

COMMISSION FOR THE REVIEW OF THE MASTER PLAN FOR HIGHER EDUCATION

Mark Edelstein

In March, the Commission for the Review of the Master Plan for Higher Education completed the first phase of its work and published a report entitled The Challenge of Change: A Reassessment of the California Community Colleges. This report, which included sixty-eight recommendations for the improvement of the community colleges, is the product of a year-long process of investigation and discussion. The Commission met for two days each month, beginning in May of 1985, in order to hear presentations on the colleges and to discuss the issues. After the Commission had identified its major areas of concern, it developed a series of options to address each issue. During this stage of the work, the Academic Senate testified several times before the Commission and had many conversations both with the Commissioners and with the Commission staff. At a series of public hearings, representatives of the Academic Senate and of many local senates presented additional testimony on the various options being considered.

When the actual recommendations were in draft form, the Senate once again presented its positions at another round of public hearings and also delivered a formal, written response to the Commission. In April, after the Commission had approved the final draft of the report, it was presented by the Executive Director, Dr. Lee Kerschner, to the

Legislature's Joint Committee for the Review of the Master Plan, which will consider the recommendations as a part of its own study of the community colleges. Meanwhile, the Commission will begin the second phase of its study, which will focus on all three segments of higher education and on the Master Plan which guides their development. During this phase, the still unresolved question of whether a regional structure would lead to improved governance of the community colleges, will be reconsidered by the Commission.

The major thrust of the Commission's report is that the community colleges should be clearly postsecondary institutions, in terms of their governance, finance and priorities. The Commission did not recommend the elimination of any of the community college missions; it did, however, recommend that the highest priority of the colleges be "the provision of rigorous, high quality lower division instruction for students who wish to obtain associate degrees, transfer to a four-year institution, or prepare for an occupation." While recognizing the great need for remediation, the Commission recommended that a reasonable limit be placed on the amount of remediation a student could take in a community college (30 units). It also recommended that the State fully fund and implement the comprehensive assessment, placement and advisement program known as "matriculation," and that appropriate skill level prerequisites be established for all programs and courses.

In a number of areas the Commission recommended strengthening the role of the Board of Governors and giving it greater authority. It also recommended increasing the participation of faculty in community college governance, and specifically suggested that the role of faculty senates be strengthened "with respect to the determination and administration of academic standards; course approval; hiring, retention, and evaluation of faculty; and other academic functions."

Further, the Commission recommended that community college faculty, like their counterparts in four-year institutions, should use peer review rather than credentials to determine

the qualifications of prospective faculty, serve longer probationary periods with more extensive peer review, and receive salaries based upon academic rank. The Commission also suggested an increase in professional development and affirmative action efforts and recommended that the Education Employment Relations Act be amended to "delineate and protect the role of the academic senates." In the opinion of the Commission, the Board rather than the Legislature should regulate the use of part-time instructors, and such instructors should participate in both student advisement and curricular development, with approporiate compensation for those activities.

While not all of the final recommendations are in accord with the positions of the Academic Senate, the Commission's report is generally both thoughtful and positive; it will be of great value in the effort to chart a clear direction for the future of the California Community Colleges.

MINORITY SYMPOSIUM

Alfredo Mendoza

The first "Symposium on the Enrollment, Retention, and Transfer of Minority Students" sponsored by the Board of Governors was held December 13-15, 1985, at the Kellog West Center on the campus of Cal Poly Pomona. Chancellor Joshua Smith opened the meeting by citing statistics to show the serious nature of the problem.

A coordinating committee had suggested a list of invitees. Besides me, the Academic Senate was represented by Carmen Decker, Immediate Past President. Two other past presidents also participated, Tyra Duncan-Hall and Robert Silverman. The participants represented a wide cross section of the California Community colleges, Department of Education, the

California State University, the University of California, and private colleges and universities.

Issue papers requested of all potential participants were the bases for setting the general parameters. Individuals were then assigned to specific groups that changed for each session. The beginning two sessions were given over first to exploration of a subject and then to identification of problem areas. The third session had as its goal the proposal of solutions for the problems. The fourth session was then spent formulating an action plan to be presented to the Board of Governors. Each of the sessions was followed by a general session where each group presented its ideas.

A synthesis of the problem areas is as follows.

1) Community Colleges do not have a clear and mutually understood statement of expected outcomes. This would include specific knowledge and skills. There was some question about the quality of support services and of instruction. It was also felt that the colleges are not flexible in responding to the specific needs of minority students. And it seemed that transfer was presented as an option to only a small number of them.

2) There is a lack of understanding about the survival skills at the community colleges. There was a call to implement matriculation to provide assessment, diagnosis, placement, career planning, and counseling. Barriers to financial aid were also discussed. It was pointed out that there is no state-level information system which is of much use to the colleges in counseling these students. Last, it was mentioned time and again that students do not have role models to help them.

3) There are continuing problems with the articulation process. Students may take an

inappropriate sequence of courses because they have difficulty understanding program requirements since there is no intersegmental delivery system. The private and independent colleges and universities, it was felt, use a "no-risk" strategy for recruitment.

4) There is a lack of institutional commitment and political will. Due to the political climate, there are resource constraints that negate any effective action. There is a lack of attention to the socio-economic problems of minority students. The cultural values of the faculty in post-secondary education conflict with those of the students. Recruitment has been relatively ignored. The concept of community organization must be revived. There is lack of a value system that reflects the concerns for and of Black and Latino students. There are not enough Latino and Black faculty and administrators to provide role models.

5) The image and mission of the colleges mustbe improved. We are suffering an identity crisis that has led to a low image of the colleges on the part of our colleagues in all segments and in the community at large.

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES ANNUAL CONVENTION

The Academic Senate participated in the annual convention of the American Association of Community and Junior Colleges (AACJC) in Orlando, Florida. Chancellor Joshua Smith is chair of AACJC, whose theme this year was "Pathways to the Future." Nearly four thousand participated in the five-day convention. Noticeably absent from the convention, unfortunately, was significant faculty representation.

Edith Conn arranged a convention session entitled "The Collegial Model of Governance." Mark Edelstein was one of four panelists, and Jim Prager served as moderator. The session was well attended and sparked interest in additional workshops by the Academic Senate at future AACJC conventions.

There was also an Academic Senate business meeting during which members from various states agreed that a nationwide network of community college academic senates was needed to share procedural documents that state senates have developed on issues. Also, this network could provide a national newsletter and organize regional workshops. Several affiliated councils representing such groups as the American Association of Women in Community and Junior Colleges, the National Community College Hispanic Council, and the National Council of Instructional Administrators attend the AACJC Convention regularly and provide workshops on their respective interests. A similar organization comprised of State Academic Senates could also be formed.

COMMITTEES OF THE ACADEMIC SENATE

Accreditation Committee

The Accreditation Committee informs faculty about the process of accreditation and encourages faculty to be active participants in this important activity. It monitors the activities of the Accrediting Commission and other agencies involved in the accreditation process.

Angelo "Val" Villa, Chair	Los Angeles Valley College
Edith Conn	Ventura College
Alfredo Mendoza	East Los Angeles College

Annual Report, Rostrum, and Forum Committee

This committee edits, produces, and distributes the publications of the Academic Senate: the newsletter, The Rostrum, which is published six times during the academic year; the Senate journal, Forum, which is published in the spring; and the Annual Report.

Susan Petit, Chair	College of San Mateo
Susan Estes	College of San Mateo
Karen Sue Grosz	Santa Monica College

Archives and Office Committee

This committee maintains an index to Senate resolutions, maintains the archives, and assists the president and other Senate representatives by providing information on prior Senate positions for use in testimony and presentations. In addition, it maintains the Sacramento office of the Academic Senate and acts as liaison with the part-time Senate secretary in Sacramento.

Edith Conn, Chair	Ventura College

Educational Policies Committee

This committee studies and recommends educational policy to the Executive Committee and the Delegate Assembly. The committee recommends new educational policies to be implemented either locally or at the state level, suggests positions on proposed state-level policy, and responds to assignments given by the Executive Committee and the Delegate Assembly.

Angelo "Val" Villa, Chair	Los Angeles Valley College
Lillian Blaschke	Fullerton College
Eileen Lewis	Canada College
Mike McHargue	Foothill College
Larry Miller	Foothill College
Susan Petit	College of San Mateo
Henry Schott	Merritt College

Subcommittee on Curriculum

Debra Banks, Chair	Mission College

Faculty Development Committee

The Faculty Development Committee is responsible for developing position papers discussing the need for faculty development and for providing data and recommendations on existing and proposed staff development models, and on credentials and hiring.

Larry Miller, Chair	Foothill College
Debra Banks	Mission College
Jim Prager	Yuba College
Terry Thomas	Southwestern College
Harry Saterfield	Foothill College

Finance Committee

The Finance Committee informs local senates about current, proposed, or alternative methods of community college finance. In addition, the group studies proposed finance legislation and recommends positions to the Delegate Assembly and the Executive Committee.

Phil Hartley, Chair	Chaffey College

Legislative and Political Effectiveness Committee

This committee provides information on legislative bills and activities to the Executive Committee and the local academic senates.

Debra Banks, Chair	Mission College
Barbara Baldwin	Diablo Valley College
Thelma Epstein	De Anza College
Harold Fairly	Santa Barbara College
Karen Sue Grosz	Santa Monica College
Everett "Bud" Hannan	Cosumnes River College
Merlin L. "Bud" Henry	Rancho Santiago College
Shirley Hewitt	Sacramento City College
Susan Liberty	Fresno City College
John McFarland	Sierra College
Sherill Moses	Cerritos College
Erna Noble	Chaffey College

Nominations and Elections Committee

The Nominations and Elections Committee conducts elections for officers and Executive Committee members and maintains a file of faculty applications for nomination to state committees and task forces and for Senate committees.

Edith Conn, Chair	Ventura College

Relations with Local Senates Committee

This committee serves as a resource to local senates by assisting them with local concerns and by enhancing communication between local senates and the Academic Senate.

Terry Thomas, Chair	Southwestern College
Debra Banks	Mission College
Edith Conn	Ventura College
Charles Donovan	San Bernardino Valley College
Eileen Lewis	Canada College
Mark Snowhite	Crafton Hills College
Angelo S. "Val" Villa	Los Angeles Valley College
Jay Zimmerman	Orange Coast College

Research Committee

The Research Committee provides accurate information on topics of current interest by constructing, distributing, and analyzing surveys and questionnaires. The committee also provides statistical analysis of data for use by local senates and other organizations.

Henry Schott, Chair	Merritt College

Vocational Education Committee

The Vocational Education Committee provides a forum for discussion of current vocational education issues, develops consensus on those issues, and recommends policy and position on them.

Erma Noble, Chair	Chaffey College
Larry Miller	Foothill College
William Dixon	Solano College
Robert Hancock	Orange Coast College
Len Herzstein	Skyline College
Gary Lewis	De Anza College
Pamela Malville	Kings River College
Genevieve Meyer	Los Angeles Trade-Technical
Clyde Titus	West Los Angeles College
Bernard Diggins	Los Angeles Trade-Technical

Subcommittees

Business Education	Len Herzstein, Chair
Health Science	Evelyn Weiss, Chair
Trade Technology	Clyde Titus, Chair

CHANCELLOR'S ADVISORY COMMITTEES

Contract Education Task Force

Erna Noble

Fund for Instructional Improvement

Terry Thomas
William Salomone
Pat Siever
Beverly Abila

Language Minority Concerns

Alfredo Mendoza

Libraries and Learning Resource Centers

Alfredo Mendoza

Task Force on Academic Quality

Milton Bard
Carmen Decker
John McFarland
Pat Deamer
Phil Hartley
Larry Miller

Telecommunications

Mark Snowhite

Vocational Education

Len Herzstein
Larry Miller
Erna Noble

SENATE REPRESENTATIVES TO JOINT COMMITTEES

Academic Senate/Chief Instructional Officers

Mark Edelstein
Eileen Lewis
Phil Hartley
Larry Miller
Henry Schott

Articulation Council

Carmen Decker
Mark Edelstein

California Academic Partnership Program (CAPP)

Diane Moore

California Articulation Number Advisory Committee

Mark Edelstein

California Community Colleges Occupational Education Coalition

Len Herzstein
Larry Miller
Erna Noble

California Community College Organizations

Mark Edelstein

California Great Teachers

Edith Conn

Californians for Community Colleges

Shirley Hewitt

Eileen Lewis

CPEC Special Committee on Out-of-State Institutions

Edith Conn

Intersegmental Advisory Committee on Transfer Centers

Carmen Decker

Intersegmental CSU/UC/CC Senate Committee

Wes Bryan
Mark Edelstein
Carmen Decker
Eileen Lewis
Alfredo Mendoza

LIAISONS TO OTHER ORGANIZATIONS

Association of California Colleges Tutorial and Learning Assistance (ACCTLA)

Jim Prager

California Association of Post Secondary Educators of the Disabled (CAPED)

Edith Conn

California Community Colleges Mathematics Council

Norbert Bischof

California Postsecondary Education Commission (CPEC)

Carmen Decker

Mark Edelstein

California State University Committee on Educational Policies

Angelo S. "Val" Villa

California State University General Education Advisory Committee

Maryamber Villa

California State University Subcommittee on Course Review

Ruth Logan

Alfredo Mendoza

William Scroggins

California State University Senate

Wes Bryan

California Student Aid Commission

Edith Conn

Jim Prager

California Student Association of Community Colleges (CalSACC)

Jim Prager

English Council of California Two-Year Colleges (ECCTYC)

Edith Conn

Susan Petit

EOPS Directors

Jim Prager

University of California Board of Admissions and Relations with Schools (BOARS) Subcommittee on Community College Articulation

Eileen Lewis

University of California Joint Projects Committee

Jo Ray McCuen

University of California Senate

Henry Schott

UC University Committee on Undergraduate Preparatory and Remedial Education (UCUPRE)

Nina Theiss

COMMITTEE REPORTS

SENATE COMMITTEES

ACCREDITATION COMMITTEE

Val Villa

The major activities of the Accreditation Committee centered around the breakout sessions at the state conferences, which have proven to be the best method of informing and involving faculty. At the Fall 1985 conference our principal guest was John Petersen, new executive director of the Accrediting Commission, speaking before the Senate for the first time in that capacity. Major emphasis was given to discussion of the state priorities, which have now become an integral part of the accreditation process.

The Spring 1986 conference featured, in addition to Dr. John Petersen, the input of William Haldeman, Administrator at CPEC, and Bruce Hamlett, Specialist for the same commission. Dr. Haldeman is the author of a comprehensive report on high school accreditation which has led to the inclusion of great numbers of community college faculty on high school accreditation teams and as curriculum consultants. Dr. Hamlett is the principal author of a CPEC report on all aspects of accreditation, including a discussion of the "approval" and "authorization" of postsecondary schools under the aegis of the State Department of Education.

Approval and authorization of postsecondary institutions by the Office of Private Postsecondary Education of the Department of Education is one of the last vestiges of the time when the community colleges were controlled by SDE, and

is the method by which institutions may become degree-granting entities without going through the requirements of non-governmental accreditation. While the continuation of this practice is seen as a defense of the free enterprise system in education by its supporters, the members of the Academic Senate's Accreditation Committee feel that all degree-granting institutions in this state should be judged by the same process using uniform standards.

ANNUAL REPORT, ROSTRUM, AND FORUM COMMITTEE

Susan Petit

This year the committee concerned with publications added one more to its list: the Senate journal Forum, previously published in the springs of 1981 and 1982 under the editorship of Jonnah Laroche. The 1986 Forum featured articles by six community college faculty members: Richard Garcia, Santa Monica College; Bruce Anders, West Los Angeles College; Evanne Jardine, Santa Barbara City College; Judy Markline, Allan Hancock College; Martha Kanter, Monterey Peninsula College; and John McFarland, Sierra College. The journal, designed to promote discussion of issues facing the community colleges, focused this year on the colleges' mission, directly and indirectly. It was distributed at the Spring Conference and mailed to college presidents and boards of trustees, the Board of Governors, and others concerned with the community colleges.

The committee continued production of the Senate newsletter, The Rostrum, published six times during the academic year and mailed to all community college senate presidents in packets for distribution to their local senates, presidents, and boards of trustees. The Rostrum is also sent to others interested in the community colleges, including the Board of Governors, CPEC commissioners and staff, key legislators, members of the Commission for Review of the Master Plan for

Higher Education, members of the Chief Executive Officers and Chief Instructional Officers organizations, other community college organizations, and news outlets. The newsletter features interviews, community college news, and opinion pieces. Following each Spring and Fall Conference of the Senate, The Rostrum publishes a summary of conference activities and resolutions.

This committee also edits, produces, and distributes the Annual Report.

ARCHIVES/SENATE OFFICE

Edith Conn

Several significant events occurred this year to enhance the Senate's utilization of its archives, publications, and office. By fall, 1985, the Senate office had a phone and a 24-hour-a-day answering machine: 916-441-4565. Beginning in October, Susan Regan, who was already working in the Chancellor's Office, began, under contract with the Senate, to work six hours a week for the Senate. Her contributions have been invaluable in helping the Senate meet the obligations of its expanding role. Susan Regan was the guest of honor at a reception celebrating the opening of the Senate office, held April 10, as part of the pre-conference program. About 100 guests, including Chancellor Joshua Smith and other members of the Chancellor's staff, attended the late afternoon-evening event.

For the first time using a computer extensively, the archivist undertook several projects this year to expand the availability of Senate historical documents, resolutions, and publications. Among the new documents completed were an index on resolutions relating to evaluation (faculty and administration), hiring, and tenure, 1969-1985, and an index on contract education, credentials, curriculum committees,

and part-time faculty, 1969-1985. In addition, an index on vocational education resolutions was brought up to date. Recognizing the need for a history of local senates and the Academic Senate, the archivist completed a 23-page booklet called 60 Milestones in the History of Senates and the Academic Senate for California Community Colleges.

Senate publications were featured at the California Association of Community Colleges' own booth, along with CACC publications, at the November CACC conference in San Jose. Thanks to the efforts of CACC Executive Director Peter Hirsch and CACC staff member Stu Van Horn, the Senate was given complimentary space at this display booth. Executive Committee member Debra Banks was in charge of the Senate material during the CACC meeting; she set up the display, distributed a Senate publication list prepared by the archivist, and reported considerable interest on the part of CACC conference attendees in the work of the Senate. During the year, requests for Senate publications have come from colleges, libraries, research institutes, and individuals throughout the nation and from as far away as Japan. The number of Senate publications on a variety of topics has increased from the eleven cited in the 1978 Annual Report to over forty items in the 1986 Annual Report.

EDUCATIONAL POLICIES COMMITTEE

Val Villa

Due, to a great extent, to the necessity of responding to the recommendations of the Commission studying the Master Plan, the Educational Policies Committee has had a very active year. Most of the committee members gave testimony at one or more of the meetings of the commission in order to present faculty positions on academic matters in addition to usual committee duties.

The 1985 Fall Conference produced a series of resolutions which were referred to this committee for action. As a response, the individual committee members, with input from other members of the committee, wrote position papers on several issues, including Part-Timers, Credentials, Faculty Selection (Hiring, Evaluation, Retention), Appropriate Compensation (for additional duties and responsibilities), Adminstrative Evaluation, Collegiality, etc., for submission to the 1986 Spring Conference.

In addition, with Susan Petit in charge, the committee drafted an advisory paper on preparation recommended for high school students. This will probably become part of a cooperative project of the three postsecondary segments.

Under the leadership of Debra Banks, the Academic Senate issued a preliminary version of a brochure, Faculty Role in Curriculum. This pamphlet includes reference to pertinent regulations contained in Title 5 and the Education Code, as well as sample forms, and a section listing all past Senate positions pertaining to curriculum committees.

FACULTY DEVELOPMENT COMMITTEE

Larry Miller

The primary goal of the committee for this year was, at the request of President Mark Edelstein, to find effective models of faculty development which might then be widely shared among all the state's community colleges. The committee arrived at the conclusion that the most effective process should include as many faculty as possible, and should address the changing student demographics projected for the 1990's. A proposal was developed and submitted to the Fund for Instructional Improvement (AB 1173), which included the following abstract:

This project will be carried out under the auspices of the Academic Senate for the California Community Colleges, in collaboration with the California Association of Community Colleges.

This project addresses the future needs of California community college students by focusing on ways and means of identifying and developing the faculty development needs through the next decade. The intention of this project is to bring faculty and staff development resources into a state system-wide framework to provide more effective instruction and services for the new majority student.

Activities of the project will include an initial survey, followed by two sets of symposia of faculty, staff and administrators from throughout the state. Each of the sets of symposia will have a different focus. The first set will consist of the identification and clarification of the staff development needs of faculty in the 1990's, and the second will serve to clarify and develop objectives and action plans for meeting these needs.

Products as a result of this project will be: documentation of the current status of staff development in California Community Colleges, analysis and identification of the needs of faculty in tomorrow's colleges, and the formulation of methods and measures for meeting these needs.

If the proposal is funded for the 1986-87 academic year, it will be carried out as a collaborative effort of the Senate and CACC.

Another Fund for Instructional Improvement faculty development proposal--to fund faculty exchanges--was

submitted as a cooperative effort of the Senate and the Chief Instruction Officers. This proposal aims at developing a statewide network to promote faculty exchanges among the 106 community colleges in California (and eventually, possibly in other states as well).

LEGISLATIVE COMMITTEE

Debra Banks

This year the Legislative Committee made significant changes in its function and purpose. A two-tier model for political effectiveness proposed by Sherill Moses was adopted. Consistent with this model, the committee established a core group of members who actively participated in obtaining and analyzing reports on current bills. The committee then alerted local academic senate presidents or their legislative delegates to respond to the legislative bills. Secondly, committee members Susan Liberty, Thelma Epstein, and Sherill Moses assisted the Chair in writing a draft of a Political Effectiveness Manual. This manual explains the importance of becoming politically involved and how to do it. An audiotape giving an overview of this process was produced by John McFarland.

NOMINATIONS AND ELECTIONS COMMITTEE

GERALD C. HAYWARD AWARD

Edith Conn

The Board of Governors of California Community Colleges, in order to honor our former state Chancellor, Gerald C. Hayward, decided in the spring, 1985, to make an award to

outstanding community college teachers, to be called the Gerald C. Hayward Award for Excellence in Teaching. The Board asked the Academic Senate to suggest procedures whereby awards could be made. At the 1985 Fall Conference a group attending a breakout discussion on the award proposed procedures for the award, which were then sent to Beverly Thomas, a member of the Board of Governors and also a member of the Board of Directors of the Board's Foundation, which will be providing funds for making the awards.

After the 1985 Fall Conference Senate President Edelstein and I spoke with Ms. Thomas extensively about the award. Although the Fall Conference Award Committee recommended that anyone designated "faculty" should be eligible for the award, the Board of Governors (whose award this will be) feels that recipients should be teachers and the award made for "excellence in teaching," since Chancellor Hayward himself is such an outstanding teacher and loves teaching so much.

The award was discussed again at a breakout at the 1986 Spring Conference, and the session adopted a resolution recommending procedures to the Board. These include asking the senate at each college to nominate one person for the award and to submit a curriculum vitae and a letter of support for the nominee. A committee from each already established Senate area (there are four) will receive the nominations and select one nominee. (Area A will receive nominations from Area B, etc.) It is expected that four winners will receive an honorarium as well as a plaque (or other appropriate award) and be introduced to the Senate and to the Board of Governors. We hope that the first four recipients of the Gerald C. Hayward Award for Excellence in Teaching can be announced by the spring of 1987.

RELATIONS WITH LOCAL SENATES COMMITTEE

Terry Thomas

The function of the Relations with Local Senates Committee is to assist local senates with local matters and to enhance communication between the Executive Committee of the Academic Senate and local senates.

The goal of the committee for 1985-86 was to improve regional networking, intra-state and local academic senate communication, and the exchange of human and organizational resources and models on matters related to Academic Senate governance and academic and professional matters.

Materials were compiled for a draft resource handbook for the local senate president. This handbook will include governance models; Academic Senate position papers; model institutional and academic senate policies, procedures, and plans; and a listing of human resources.

A test run of a telephone tree emanating from the state Academic Senate president to the local senate presidents by way of the Executive Committee Area contacts was carried out. The Executive Committee responded to questions concerning the second draft of the Master Plan study and clarified any matters of local concern.

The computerization of informational resources available to the local senates, state Academic Senate and other state entities is currently being explored. The following materials are computerized: (1) all secretarial output (Karen Sue Grosz), (2) database of material received by the Executive Committee (Henry Schott), (3) Academic Senate accounts and financial matters (Phil Hartley), (4) reports, resolutions, and other archival matters (Edith Conn), (5) Educational Policies Committee recent reports (Val Villa), (6) Draft copy of Toward A More Effective Senate (Eileen Lewis), and (7) state conference data and systems (Larry Miller and Phil Hartley).

A survey was made at the 1986 Spring Conference to ascertain the value of various mechanisms of communication currently being utilized and to determine means to improve communication and synergistic efforts between the state Senate and local senates and to determine current major needs.

Greater cooperation has been achieved between the Academic Senate's Legislative Committee and the Local Senate Committee. Plans for the formation of a network of local legislative contacts will be carried out in cooperation with the local senate committee.

The paper "How to Transform a State Academic Senate Resolution into Local Policy" was disseminated at the Spring Conference and used the Faculty Emeritus resolution of Spring 85 as an example. This paper will be expanded using other successful mechanisms to facilitate the practical application and implementation of state resolutions at the local level.

Committee members acted as resources to local senates, helping to resolve problems and identify and disseminate resources in a wide range of matters.

Sample governance charters are being evaluated by volunteers from the local senates as the first step toward an attempt to formulate model governance charters for local institutions. A proposal to have a joint committee of CEO's, Trustees, and Academic Senate representatives work on governance charters was made at the breakout session put on by the Local Senate Committee at the Spring Conference.

VOCATIONAL EDUCATION COMMITTEE

Erna Noble

The Vocational Education Committee continued to focus their efforts on the growth and development of the Vocational Education Liaison Committee. As a result, over two-thirds of the colleges have a vocational faculty member on the Vocational Education Liaison Committee. The statewide Vocational Education Committee has established a two-way communication with the Liaison Committee. In 1985-86 the Liaison Committee received a monthly mailing of information on the most current Vocational Education issues. The response to the monthly mailing has been significant.

The Committee, in response to the participants at the Academic Senate Fall Conference, organized and presented a Pre-Conference Vocational Education Day on April 10, 1986. The success of the day was most gratifying, and the Committee looks forward to making this an annual event.

The Senate representative regularly attended the California Community Colleges Occupational Education Coalition. The Coalition activities this year have been carefully to monitor the Commission for the Review of the Master Plan, andforward appropriate recommendations to the Commission. The Coalition will continue to be active in the Joint Legislative Committee hearings as well as responding to the State Department of Education in the implementation of the Carl Perkins Act. The Coalition is working to enhance articulation of Vocational Education with CSU and the high schools.

Members of the Committee again served as readers in the selection process of proposals to be funded under the Farr Bill (AB 3938).

Three members of the Vocational Education Committee have served on the Contract Education Task Force. The Task Force will present the final report to the legislature in May.

The Health Science subcommittee completed their report, which was included in the Spring Conference packets.

CHANCELLOR'S COMMITTEES

CHANCELLOR'S ADVISORY AND REVIEW COUNCIL (FUND FOR INSTRUCTIONAL IMPROVEMENT)

Terry Thomas

Four representatives of the Academic Senate serve on the Chancellor's Advisory and Review Council (ARC), which reads, evaluates, and makes recommendations for funding grants under AB 1173 (Vasconcellos, 1977).

In addition, the Advisory and Review Council consists of one Chief Executive officer, two adminstrators, two students, one counselor, and one member of the Chancellor's staff. The Fund for Instructional Improvement is administered by the Program Evaluation and Approval Unit of the Chancellor's Office.

Since the last Annual Report, ARC met on two occasions. For the 1985-86 fiscal year, approximately $283,000 was available for grants. This was a reduction from the approximately $783,000 which was available for grants for the 1984-85 fiscal year. This reduction was of serious concern to the Council.

Nevertheless, for 1985-86, 19 projects totalling $295,000 were recommended to the Board of Governors for funding. The funding level for each proposal represented a significant reduction from the requested amounts. Those project

proposals which addressed issues of broader regional and statewide interest and which were part of the Board's Basic Agenda and met the criteria for the Fund received priority consideration. ARC recommended that the $30,000 limit per project be lifted for the 1986-87 cycle.

The last meeting of the ARC was March 19-21 in Sacramento. Approximately $530,000 was available. The council recommended for funding 23 projects with total requests amounting to approximately $513,000. Final approval will be made by the BOG at its May 1986 meeting. Two of the recommended grants involved the Academic Senate: a Faculty Development Project by the state Academic Senate and the California Association of Community Colleges (see the Faculty Development Committee report) and a statewide Staff Exchange project by the AS-CIO's group. The Advisory and Review Council gave special consideration to coalition efforts addressing the Basic Agenda.

At the April, 1985, ARC meeting a resolution was passed unanimously that recommended to the Chancellor that the application for the FII grant provide for the signature of the local academic senate president acknowledging the senate's receipt of the proposal.

Nevertheless, although the RFP for the 1986-87 cycle had a statement encouraging the local senate president to "make a special effort to encourage submittal of applications," the RFP itself did not provide for the signature line for the senate on the application, nor was the Chancellor made aware by his staff of the recommendation by the Advisory and Review Council and its endorsement by the Academic Senate.

At the March 19-21 meeting of ARC, it was unanimously reaffirmed that the funding application should include a signature line for the academic senate president from the originating institution.

CHANCELLOR'S ADVISORY COMMITTEE

ON TELECOMMUNICATIONS

Wes Bryan

In July of this year the Board of Governors adopted guidelines for courses offered via telecommunications. These guidelines were developed by the Chancellor's Advisory Committee in response to specific Academic Senate resolutions. The Senate also provided testimony at the July Board of Governors meeting which added these recommendations: (1) these courses be evaluated during accreditation self-studies; and (2) courses offered via telecommunications be compared to courses offered through traditional modes of instruction in order to ascertain whether there were significant differences in such areas as student characteristics, student retention, course content, and learner outcomes. On the whole, these guidelines provided the first comprehensive set of principles for the colleges to use in the implementation and evaluation of courses offered via telecommunications.

In October of this year the committee, under the direction of the chair, Bob Wyman, and with the assistance of an AB 1130 grant, held a statewide conference on telecommunications.

The conference goals were to provide innovative ideas and information on the new technologies. The 150 plus participants concentrated their efforts on five areas of telecommunications: Policy and Legislation, Instructional Options, Intersegmental Linking, Partnerships between Colleges and the Private Sector, and the Economic Issues of Using the New Technologies. Each forum reported back to the delegates as a whole. A summary of the proceedings has been published and is available from the Chancellor's Office.

The committee has assisted the Chancellor's Office in monitoring the changes occurring in this rapidly evolving

technological arena. The committee has also conducted a statewide survey of all community colleges to assess the non-instructional uses of these new technologies. Finally, the committee has made significant progress in strengthening communication between community colleges and other segments of postsecondary education.

CHANCELLOR'S TASK FORCE ON ACADEMIC QUALITY

Phil Hartley

The Task Force on Academic Quality was formed last year to provide recommendations to the Chancellor on the critical issues of matriculation, degree-appropriate course standards, and remediation. This year the Task Force, with a membership that includes faculty, chief executive officers, chief instructional officers, administrators, a student, and a Board of Governors member, took on the pressing issue of redefining the Associate in Arts and Associate in Science Degrees. These degrees, authorized in the Education Code and regulated in Title 5, have been criticized by many sources as being too general and lacking in credibility.

The Task Force has, thus far, evolved several key concepts in its deliberations. These include the following:

A. The Associate in Arts degree should be a general-education degree composed entirely of transferrable courses within a 60-unit minimum. This degree would meet the needs of students who wish to transfer within a major that has a minimum number of required lower-division courses, and of those students who wish a broad, liberal-arts, two-year degree.

B. The Associate in Science degree should meet the needs of students who will transfer in programs with a high number of required lower-division courses in the major, and those students whose goal is the completion of a specialized occupational program.

C. There is no compelling need for a third degree (e.g. an Associate in Applied Science), and, further, such a degree might have the negative effect of unnecessarily tracking students into a rigid job-training program.

JOINT COMMITTEES

ACADEMIC SENATE/CHIEF INSTRUCTIONAL OFFICERS

Mark Edelstein

Representatives of the Academic Senate and the Chief Instructional Officers met twice during the year and discussed a number of issues related to recommendations by the Commission for the Review of the Master Plan. The AS/CIO's explored the possibility of developing joint positions on the issues of credentials, tenure, hiring procedures, and curriculum committees. They found that the positions of the two groups were close enough to warrant further effort, and work will continue on the development of such joint positions.

The AS/CIO's also discussed various needs in the area of faculty development and decided to co-sponsor a grant proposal in order to establish a clearinghouse for faculty exchanges. This project was approved and funded by the Fund for Instructional Improvement, and during the 1986-87 year a

clearinghouse will be established under the direction of an AS/CIO advisory committee. This clearinghouse will facilitate temporary transfers for community college faculty and administrators who wish to expand their knowledge and experience by working in a different educational environment. It is anticipated that after the first year, this project will be funded by institutional subscription.

ARTICULATION COUNCIL

Carmen M. Decker

In June of 1985, the Board of Directors of the Articulation Council of California met for a two-day retreat at the Kellogg West Conference Center in Pomona in order to examine issues relating to the structure and function of the Council. Since each segment had been asked to develop a position paper prior to the retreat, it was not difficult for Council members to identify four areas of concern at the end of the sessions. Ad hoc committees were formed to address each of the four areas:

1) Improved Communication about Articulation Processes and Procedures. There was a general feeling that there is a lack of understanding about how articulation processes are put into motion, the degree to which such agreements should be formalized, and the relationship of local efforts to statewide policy, including procedures for examination and appeal (this subcommittee has developed a draft of an articulation handbook, which will be discussed at the May conference of the Articulation Council);

2) Better Coordination of Information about Intersegmental Programs and Projects. The California Round Table on Educational Opportunity expressed a need for better coordination of this

information (a directory of intersegmental programs and regional consortia has been prepared and published for wide distribution);

3) Dissemination and Implementation of Competency Statements and Model Curriculum Standards. The Council, the Round Table, and the State Department of Education will work jointly to sponsor regional workshops and mini-conferences to publicize the competency statements developed by the Intersegmental Senates as well as the Model Curriculum Standards developed by the Department of Education;

4) Improved Support for the Transfer Function. Carmen Decker was asked to chair this subcommittee, and it has developed a document that describes the importance of faculty in the articulation process. The document, which also includes some models of successful faculty involvement in articulation, will be presented at a panel discussion at the May conference of the Articulation Council. The draft is still subject to revision.

The role and function of the liaison committees continues to be debated. The Board of the Articulation Council is awaiting the recommendations coming from a CPEC-commissioned study on high school-college relations and the Articulation Council. The first draft of the study, prepared by William Chance, is to be discussed by the CPEC Board at its April 29 meeting. The study may determine the fate of the existing liaison committees and the possible restructuring of the Council itself.

CALIFORNIA COMMUNITY COLLEGE ORGANIZATIONS

Mark Edelstein

Through the fall semester, representatives of ten of the major community college organizations met to discuss the various issues raised by the Commission for the Review of the Master Plan and to determine what areas of agreement existed among the groups. Through a series of candid and wide-ranging discussions, the representatives reached unanimous agreement on a number of recommendations, covering the areas of access and success, the associate degree, transfer education, vocational education, remediation, community service, finance, and governance. These recommendations were published in a report entitled Toward Excellence in California's Community Colleges, which was distributed to the districts and presented to both the Commission and the Joint Legislative Committee.

Although the recommendations did not deal with all the issues or reach the level of specificity of the Commission's report, they did show that the community college organizations were capable of working together effectively toward a common goal. The results were sufficiently encouraging to warrant further work; and, thus, Brian Murphy, the Chief Consultant to the Joint Legislative Committee, requested in March that the organizations attempt to expand upon the recommendations they had made in the Toward Excellence report. The group was reconvened in April to continue its efforts toward achieving agreement on the major issues facing the community colleges.

The participating organizations were the Academic Senate, the Association of Community College Administrators, the California Association of Community Colleges, the California Community College Trustees, the California Community College Urban District Association, the Community College Association of California Teachers Association, the Chief Executive Officers, the Community College Council of the California Federation of Teachers, the Faculty Association of the California Community Colleges, and the Low Revenue Districts of the California Community Colleges.

CPEC COMMITTEE ON SB 1036 - LICENSING OF OUT-OF-STATE-ACCREDITED INSTITUTIONS

Edith Conn

Senate Bill 1036 (Montoya, 1985) deals with state licensing of colleges and universities that operate in California but are accredited by a regional accrediting body other than WASC, because the home base operation of the institution is not in California. (WASC is the Western Association of Schools and Colleges, the parent body of the three commissions which accredit California institutions.) SB 1036 mandated that the Director of the California Postsecondary Education Commission (CPEC) establish a Special Committee to "develop proposed standards and procedures to be used in the onsite review and licensure" of out-of-state accredited institutions. Committee members included representatives from out-of-state accredited institutions operating in California, as well as those from the community colleges, CSU, and the State Department of Education.

During 1985-86 I served on that Committee, which met five times, and whose final report CPEC adopted at its March 17 meeting. Some of the Committee's recommendations require further legislation, and AB 4251 (Farr) has been introduced to cover these points. In general the committee, using selected standards and guidelines from regional accrediting associations in the United States, developed standards and procedures for use in the California licensing process which, wherever possible, will be done in cooperation with accreditation being carried on in California by the institution's home regional accrediting association. The licensing procedures are by law under the jurisdiction of the State Superintendent of Public Instruction.

At its 1986 Spring Conference the Academic Senate adopted a resolution asking that the Senate monitor the licensing required under SB 1036 and report to the spring, 1988, session on the operation of the standards and procedures.

COMMITTEE TO DEFINE BACCALAUREATE-LEVEL COURSES

Carmen M. Decker

In the Spring of 1980, CSU Chancellor Dumke and Community Colleges Chancellor Hayward established a joint committee to review Executive Order No. 167 (Transfer of Credit). The committee was charged with reviewing the manner in which the Executive Order had been implemented and identifying ways to improve policies governing the determination of courses to be accepted by the California State University toward the baccalaureate. One of the committee's recommendations was to develop jointly "statewide definitions, including standards of criteria and assumptions about baccalaureate applicable courses and programs."

In April of 1985, the Academic Senate for California Community Colleges approached the Academic Senate of the California State University to urge deliberations to respond to the recommendation of the joint committee. In January of 1986, an intersegmental committee was appointed (Paul Spear, chair [CSUC]; Lyn Peters [CSUSD]; Phil Hartley [Chaffey]; Carmen Decker [Cypress]; Mark Wheelis [UCD]; Chuck Lindahl [CSU]). The committee made use of two existing documents: 1) "Considerations involved in Determining What Constitutes a Baccalaureate Level Course," which was developed and unanimously approved in 1983 by the CSU General Assembly; and 2) "Proposals for Strengthening the Associate Degree," prepared by the Community Colleges Chancellor's Task Force on Academic Quality and approved by the Board of Governors in May of 1985.

The committee met on three separate occasions this academic year and developed a report that will be submitted to Bernard Goldstein, Chair of the CSU Senate, with a recommendation that he forward it to the intersegmental Committee of the Academic Senates for review and support.

Each segmental Senate will also have an opportunity to review the document and submit suggestions for revision. The report consists of a general introduction underscoring

the importance of qualified faculty in determining "content, instructional methodology, instructional support resources, and methods and standards for assessing performance" in baccalaureate-level courses. It also contains criteria for determining baccalaureate-level courses, addressing the four most important factors in this determination: 1) the student, 2) the instructor, 3) the course, and 4) the institution. Intersegmental acceptance of this document may lead the way to determination of differences between upper- and lower-division courses.

GREAT TEACHERS SEMINAR

Edith Conn

The seventh annual California Great Teachers seminar at La Casa de Maria retreat center in Montecito, near Santa Barbara, was a significant experience for 67 participants (a record number) and 8 staff members. The participants and staff represented 44 different California community colleges, and for the first time the conference went national and international with two Canadian colleges and an Arkansas college sending delegates.

The program included a number of interest sessions determined by the participants on such topics as motivating students, the graying of the faculty, critical thinking, evaluation of faculty, freewriting, honors programs, and promoting excellence in the classroom. Participants shared non-astounding teaching devices which included such things a putting a paper bag in the shape of a jelly fish to show its structure, using refrigerator door magnets on chalk boards to illustrate points, a two-pound electronic typewriter, and dimes to show the force of gravity. Delegates also exchanged ideas reflected in the papers written before the conference on teaching innovations and problems in teaching. We learned there is much to learn from those in different disciplines.

A culminating experience of the conference came Friday when small groups attempted to define "the great teacher" and to share those definitions with everyone. Presentations were made in interesting ways, such as a script about buying a new car, which like a great teacher has good brakes and good ignition!

Great teachers inspire students to become great teachers: among the participants were Jack Brennecke, Mount San Antonio College, and his former student, Beverly Abila, now at Rio Hondo, and Steve Maltz and his former Chabot College student, Ron Harlan, now teaching at Glendale College.

The 1986 Great Teachers Seminar is scheduled for May 15-20 at La Casa de Maria.

INTERSEGMENTAL ADVISORY COMMITTEE ON TRANSFER

(INTER-ACT)

Carmen M. Decker

INTER-ACT was formed last June as a result of State budget allocations to each of the segments of postsecondary education for the establishment and supervision of transfer centers, to be located at nineteen community college campuses. Faculty and adminstrators from all three segments are represented on this committee, as well as representatives from the Association of Independent Colleges and Universities, the California Postsecondary Education Commission, and the Mexican American Legal Defense and Education Fund (MALDEF).

In February of this year, the Chancellor's Office hired consultant Judy Miner (Peat, Marwick, Mitchell & Co.) to

assist with coordination of the Transfer Center Pilot Program. Miner presented a report of her visitation to the nineteen selected campuses, and she indicated that most facilities are in highly visible locations and that most of them house extensive resource materials and computer-assisted counseling tools. She concluded that the pilot colleges now 1) are able to work more closely with the four-year institutions; 2) offer and coordinate most transfer-related activities; 3) take a more proactive role in reaching out to underrepresented groups; 4) are able to plan in advance because of guaranteed funding. Some common problems cited by transfer center staff include: 1) lack of clear delineation between the responsibilities of transfer center staff and those of counseling staff; 2) lack of a cooperative relationship between the transfer center and the instructional division; 3) lack of involvement from top management; 4) low priority for data-processing support. There was also concern expressed that no evaluation guidelines had been created at the time that the transfer centers were established, making the evaluation process very difficult.

An evaluation subcommittee was formed to determine the types of data to be collected by the transfer centers and to establish evaluation criteria. It was requested that a letter be sent to the heads of the three public segments regarding intersegmental and institutional support of transfer centers. Joan May (USC) and Peter Wilson (CSUSB) were elected INTER-ACT Chair and Vice-Chair, respectively.

INTERSEGMENTAL COMMITTEE OF THE ACADEMIC SENATES

Carmen M. Decker

Under the leadership of Marjorie Caserio, Chair of the University of California Senate and professor of chemistry at UC Irvine, the Intersegmental Committee of the Academic

Senates has met five times during the 1985-86 academic year. At its first meeting, the Intersegmental Committee extended an invitation to Stephanie McGraw, Chair of the Articulation Council, to serve on the Senate Committee as an ex officio, non-voting member. It also agreed to cooperate with the State Department of Education and the Western Association of Schools and Colleges to develop a program which will greatly expand the academic review portion of the high school accreditation process by involving more college faculty as consultants. Chair Caserio mailed letters to faculty in the three segments inviting them to volunteer to participate in this review process.

The Intersegmental Senate also approved a series of guidelines for the development and revision of expectations statements in other disciplines. One of the recommendations was to divide the English and mathematics statements into two separate documents and to develop a statement on the visual and performing arts. Subsequently, intersegmental subcommittees were formed in these areas.

In response to the Master Plan Review Commission's recommendation that a common core curriculum be established by the three segments of postsecondary education to facilitate the flow of community college students to four-year colleges, the Intersegmental Committee established a committee on core curriculum.

Chair Caserio presented the Statement on Preparation in Natural Science to the members of the Round Table, who endorsed it in principle. However, State Superintendent Honig has expressed some reservations and has requested some minor revisions. The Intersegmental Committee was able to secure funding for the distribution of the science statement through the Joint Projects Steering Committee. The Statement on Competencies in Languages other than English Phase I is going through the final stages of segmental review. The social science statement is undergoing its first major revision.

STATE DEPARTMENT OF EDUCATION/WASC

CURRICULUM CONSULTANT PROGRAM

Edith Conn

During 1984-85 I served as a member of a committee of the State Department of Education/WASC (Western Association of Schools and Colleges, the parent body of our region's three accrediting commissions) which met to consider ways to coordinate the required SDE quality reviews and the accreditation process. Serving on the committee were representatives from CPEC, UC, CSU, the community college Chancellor's Office, the Accrediting Commission for Schools, and other groups. The last meeting of the SDE/WASC committee was July 1, 1985. One of this Committee's recommendations was the inauguration in 1985-86 of the "curriculum consultant" program.

During the summer and fall of 1985, at the request of the Senate president and the State Department of Education, I sent letters to community college instructors asking them to volunteer as curriculum consultants, to visit high schools undergoing accreditation and to work with particular departments, as requested, on their curricular offerings, long before the accrediting team visit. Phil Daro, State Department of Education coordinator of the program, held training workshops for consultants.

For 1986-87 it is expected that sixty high schools will participate in the curriculum consultant program, so that many more consultants will be needed. The areas in which consultants are needed are math, science, social studies, English, foreign language, fine and performing arts, and vocational subjects. Paul Gussman and Phil Daro of the State Department of Education, both of whom are working on this curriculum consultant effort, were at the Senate's Spring Conference, where delegates were urged to volunteer for the curriculum consultant program (volunteer forms were in the packets). Karen Sue Gross, Senate secretary, has

been working with the State Department of Education to develop a computer-generated list of volunteer consultants to be matched with high schools for 1986-87.

Several events influenced the work of the WASC/State Department of Education Committee during 1984-85 and its promotion and implementation in 1985-86 of the curriculum consultant effort. One impetus for the curriculum consultant project was a report on high school accreditation by Dr. William Haldeman, CPEC staff member, who recommended in his report more involvement of college faculty in high school accreditation. Another impetus came from the UC system, which had at one point suggested that it do its own evaluation of high schools and their college preparatory programs. UC Academic Senate representatives on the SDE/WASC committee, Professors George Miller and Phil Curtis, have been especially active in helping inaugurate the high school/college consulting program. The Intersegmental Committee of the Academic Senates has also supported and helped coordinate the curriculum consultant program.

In a related activity, the Academic Senate, through Val Villa, chair of the Senate accrediting committee, is working to involve community college instructors on high school visiting teams, at the request of Dr. Don Halverson, Executive Director of the Accrediting Commission for Schools. Many community college instructors have participated on high school teams this year, and have, in interviews, stressed the importance of this activity in our articulation efforts.

LIAISON REPORTS

BOARS SUBCOMMITTEE ON COMMUNITY COLLEGE ARTICULATION

Eileen Lewis

The University of California's Board of Admissions and Relations with Schools (BOARS) Subcommittee on Community College Articulation is composed of representatives from various UC campuses, the Office of the President of UC, UC's students, the Community College Chancellor's Office, and the Academic Senate for California Community Colleges.

The purpose of this committee is to discuss and propose methods for improving transfer and the articulation process. Two major recommendations of the subcommittee have been endorsed not only by BOARS, but also by the University Committee on Educational Policy (UCEP) and the Academic Council. One of these calls for the establishment of reciprocity agreements which would consider a community college transfer student meeting the general education or breadth requirements of one UC campus as having met the breadth requirements of any other campus. The second recommendation dealt with catalog rights and requested that catalog rights be extended to transfer students for a period of three years prior to transfer or the date of first enrollment in a postsecondary institution, whichever is more recent.

During the 1984-85 academic year, the subcommittee recommended the development of a small number of lower-division transfer core curricula, each appropriate to a broad disciplinary area. The purpose of this recommendation was to assist students who were uncertain about a major to be able to maintain curricular flexibility and yet choose courses which minimize the amount of lower-division course work to be made up before or after transfer. Such a

curriculum in biology has been developed and sent to the divisions and departments within UC. The subcommittee is now awaiting responses. If this trial effort is successful, BOARS will probably expand the concept into other disciplinary areas.

Other current work of the subcommittee includes recommending that UC support the CAN (California Articulation Number) system and assisting in the resolution of the English composition transfer requirements.

CALIFORNIA ASSOCIATION OF POST SECONDARY EDUCATORS OF THE DISABLED

Edith Conn

As a teacher of special education classes and a member of CAPED, it has been my privilege for several years to act as Academic Senate liaison to the California Association of Post Secondary Educators of the Disabled. I attended the 1985 CAPED fall conference on October 17-19 in Sacramento. "Celebrating Excellence," the theme of the conference, was exemplified by such breakout discussions as those on computer conferencing, whole brain communication, scientific conditioning for wheelchair athletes, and learning strategies translated from neuro-assessment information. I was honored to be on the program myself, giving a workshop on dance for the disabled.

Like the Academic Senate, CAPED has been interested this year in the issue of credentials. In June, 1985, I attended a Chancellor's Office presentation explaining new credential standards being proposed for teachers in Handicapped Special Programs and Services (HSP&S). At that meeting I distributed copies of Senate resolutions on community college credentials. At its March 7, 1986, meeting the

Board of Governors adopted regulations for implementation of SB 2283 (Dills, Chapter 609, Statutes of 1984) which requires the Board to set credential standards for personnel employed in HSP&S.

Another area of interest to both the Senate and CAPED this year has been ACR 3 (Vasconcellos), which asks the California Postsecondary Education Commission to convene a committee of representatives of postsecondary education in California, both public and private, to develop and to "adopt a plan by the end of 1986 to achieve . . . specific equal educational opportunity goals" and "to serve all disabled students who are able to profit from instruction and make reasonable academic progress." The Senate liaison to CPEC, Carmen Decker, has kept the Senate informed of the work of the CPEC ACR 3 committee.

Another link between the Senate and CAPED is seen in the inclusion in the Senate journal Forum: Issues in California Community Colleges of an article, "Learning Disabilities and Academia" by former CAPED president Martha Kanter. With the theme "Taking on Tomorrow," CAPED's fall, 1986, conference will be October 9-12 at the Hilton Hotel, Irvine.

CALIFORNIA STATE UNIVERSITY ACADEMIC SENATE

Wes Bryan

The year has been an active one for the California State University System. Many issues which are of concern to the community colleges are of concurrent concern to the University, issues like finding better methods for serving underrepresented minority students, improving undergraduate education, conducting assessment and placement in remedial courses, and monitoring and responding to the commission conducting the Master Plan Review.

In the fall the CSU Senate recommended to the CSU Board of Trustees a comprehensive pattern of collegiate preparation to commence in the Fall of 1988.

The CSU Board of Trustees adopted a Statement on Collegiality as a result of a proposal forwarded by the Academic Senate. The statement included the provision that "Collegial governance assigns primary responsibility to the faculty for the educational function of the institution. . . . The collegial process also recognizes the value of participation by the faculty in budgetary matters, particularly those directly affecting the areas for which the faculty has the primary responsibility." The document further states that "faculty recommendations are normally accepted except in rare instances and for compelling reasons."

The University made headlines in its announced plans to pursue the possibility of awarding doctorates in selected subject areas. This plan is at the proposal stage and may not be appproved. However, if it is adopted, these doctorates could provide significant opportunities for community college faculty to pursue advanced degrees.

In the near future the CSU senate will be addressing the issues of academic advising and the Statement On Competencies in Languages other than English.

The CSU Academic Senate has been very supportive in working to support the Academic Senate for California Community Colleges in testimony and letters of support before the commission reviewing the Master Plan.

CALIFORNIA STUDENT ASSOCIATION OF COMMUNITY COLLEGES (CalSACC)

Jim Prager

The California Student Association of Community Colleges (CalSACC) held its Northern California Leadership Conference in San Francisco on April 4-6. CalSACC represents the 106 community colleges, each of which may elect two voting members to its region. In turn, each region elects two Governing Board members, and Regional officers.

The Conference addressed several issues, the major ones being student rights and campus governance. Barbara Sullivan from the Chancellor's Office reminded students that their rights included not only receiving various student services but also developing analytical and critical thinking skills. During the Master Plan public hearings, CalSACC has advocated that students should play an active role on college committees. As a result, CalSACC was able to persuade the Master Plan Committee to recommend that the Board of Governors "develop a plan for encouraging greater student participation in appropriate aspects of campus and district administration." With the exception of a few CalSACC leaders, many students, unfortunately, seemed to need a greater understanding of campus governance, and before students can gain credibility with faculty groups, they will have to better inform themselves of the important issues. However, with the apparent encouragement coming from the Chancellor's Office and a recent resolution from the Academic Senate, CalSACC has the potential to be a viable source of influence on campus governance.

ENGLISH COUNCIL OF CALIFORNIA TWO-YEAR COLLEGES (ECCTYC)

Edith Conn

The English Council of California Two-Year Colleges (ECCTYC) and the Academic Senate have had mutual liaisons for many years, with Edith Conn serving as liaison from the Academic Senate and Gordon Taylor, Yuba College, serving from ECCTYC, attending Senate conferences. Executive Committee member Susan Petit attended the biennial ECCTYC state conference, November 21-23, in the San Francisco area, representing the Academic Senate. She also was a presenter at the conference, speaking on using computers in freshman composition.

I attended the spring, 1986, ECCTYC Board of Directors meeting in Sacramento, which overlapped with the Senate's Spring Conference. The Senate and ECCTYC have many mutual concerns, including articulation, remediation, transfer, and assessment. At their April 10-11 meeting, the ECCTYC Board heard reports from its English 1A-1B and Remediation Committees, both of which had conducted surveys on course content and sequence. Judy Hert, former vice-president, was appointed as ECCTYC Grants Coordinator. The followinig motion was adopted: "That the two members of the English 1A-1B Committee, the two members of the Remediation Committee, and the two members of the Class Size/Load Committee join with the Coordinator of Grants to form a new committee charged with preparing a grant proposal to effect goals for and sequencing of community college composition programs. The Committee will prepare a draft proposal to submit to the ECCTYC Board at the fall meeting for input and approval, reading a final proposal for submission in February, 1987."

Another area of mutual concern discussed at the meeting was of statewide placement examinations and variations thereof, such as single standard for placement in English 1A classes. ECCTYC is expected to take a position on these issues at the fall, 1986, meeting of its Board of Directors.

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and

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Delegate: Bruce Carroll

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Delegate: John Gallagher

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Delegate: Mike McHargue

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Delegate: Susan Quatre

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Delegate: Wes Bryan

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Delegate: Ruth Anderson

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Delegate: Sandra Standiford

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President: James M. Stanton
Delegate: Leon P. Baradat

Mission College
President: Bertha Laden
Delegate: Bertha Laden

Modesto Junior College
President: Albert Nottingham
Delegate: Albert Nottingham

Monterey Peninsula College
President: David Hansen
Delegate: Mark Bishop

Moorpark College
President: Jan Zaboski
Delegate: Jan Zaboski

Mt. San Antonio College
President: Charles Varnes
Delegate: Charles Varnes

Mt. San Jacinto College
President: Blair Ceniceros
Delegate: Blair Ceniceros

Napa Valley College
President: Nadine Wade
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PUBLICATIONS

The following publications relating to activities of the Academic Senate for California Community Colleges are available from the Sacramento office of the Academic Senate at the prices indicated, which include postage and handling. Make checks payable to the Academic Senate for California Community Colleges. Limited quantities available in some cases. Write The Academic Senate - 1107 9th Street, Sacramento, CA 95814 or phone 916-441-5465.

1. Academic Policies: Leading the Way - an index of Senate resolutions and position papers on academic standards, academic rigor, course repetition, the associate degree, course classification, general education and the associate degree, grading, and telecommunications/independent study, 1974-1983. $3.00

2. Academic Standards Committee (now the Educational Policies Committee)
   a. Report to the Spring 1978 Session of the Academic Senate - this report includes a summary of the Academic Standards Conference held in December 1977. $2.00
   b. Report to the Spring 1977 Session of the Academic Senate - this report includes a summary and analysis of the Academic Standards questionnaire. $2.00

3. Academic Standards: The Faculty's Role, a position paper adopted Spring, 1983. $1.00

4. Annual Reports of the Academic Senate: 1980, 1981, 1983, 1984, 1985, 1986. $3.00 each

5. By-Laws and Rules of The Academic Senate for California Community Colleges. $1.00

6. Collegiality and Academic Senates, a Senate workshop address. Leon P. Baradat, 1980. $1.00

7. Conference Packets-material given in a folder to each attendee at Senate conferences, spring and fall, 1983-1985, as available. $5.00

8. Credit/Noncredit Policy, an annotated booklet, Leon P. Baradat, October 30, 1980. $2.00

9. Curriculum and the Faculty, Part 1-a draft document edited by Debra Banks. Includes curriculum review models and guidelines for course approval, as well as references to appropriate Title 5 and Education Code provisions, and other information. Spring 1986. $3.00

10. Directory of the Academic Senate: 1980-81; 1982-83; 1983-84; 1984-85; 1985-86. $3.00

11. Faculty Involvement on State and Federal Advisory Committees, a position paper. Jonnah Laroche and Edith Conn. Adopted Fall, 1978. $1.00

12. Faculty Role in Accrediatation-a handbook for local Senates, edited by Val Villa, chair of the Senate Accreditation Committee, Spring, 1984; revised spring, 1985. $2.00

13. Fees, a position paper, Jonnah Laroche and Jack Farmer. Adopted Spring 1977. $1.00

14. Finance of California Community Colleges: A videotape produced by the Academic Senate and the Association of California Community College Administrators, with a workbook and list of additional readings. Available at cost in California for $53.25 (including tax).

15. Forum: Issues in California Community Colleges, a journal of articles by community college faculty. Jonnah Laroche, editor. Limited numbers available of volumes I and II, 1981 and 1982. $4.00

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16. Forum: Issues in California Community Colleges, volume III, 1986. Susan Petit, editor. $3.00

17. General Education Model Criteria for the Associate Degree, a position paper adopted Spring, 1981. $1.00

18. Grading Policies, an annotated booklet, Maryamber Villa, Chair, Educational Policies Committee. First issued by the Senate October 30, 1980. Revised and updated by Maryamber Villa, Los Angeles Valley College, October, 1985. $3.00

19. A Great Teacher is . . . . A compilation of definitions and descriptions from the 1982 Great Teachers Seminar, done in calligraphy. A limited number of copies available. $2.00

20. Guidelines for California Community Colleges in the Use of Telecommunications Systems in Instruction, a position paper adopted Fall, 1982. Revised Fall, 1983. $1.00

21. Hiring and Evaluation, a brochure developed by the Educational Policies Committee, "to assist local academic senates in developing or updating policies regarding the hiring and evaluating of certificated staff, particularly administrators." Includes Title 5 excerpts with commentary and sample evaluation forms. Spring, 1983. $2.00

22. How to Transform a State Academic Senate Resolution into a Local College Policy, by Terry Thomas, Chair, Committee on Relations with Local Senates, Spring 1986. $1.00

23. Indexes to Senate Resolutions and Positions:
    a. General Index on selected topics—1969-1982. $2.00
    b. Rights and Responsibilities of Local Senates and the Academic Senate for California Community Colleges, 1969-1983. $2.00

c. Staff Development—1971-1983. $1.00
d. Vocational Education—1979-1985. $1.00
e. Contract Education, Credentials, Curriculum Committees, Part-Time Faculty (in one booklet)—1969-1985. $3.00
f. Evaluation of Instructors, Hiring and Transfers, Administrators' Evaluation, Tenure/Due Process (in one booklet)—1969-1986. $3.00

24. Improving the Effectiveness of Local Senates, a Senate workshop address. Norbert Bischof, 1980. $1.00

25. Instructor Advisement: a position paper written by the Educational Policies Committee, 1984-85. Adopted Spring 1985. $1.00

26. Instruction as a Priority, a position paper adopted Fall, 1982. $1.00

27. Issues Pertaining to the Transfer Function of the California Community Colleges, Maryamber Villa, Chair, Educational Policies Committee, February, 1981. The Senate response to the publication by the University of California of the final Report of the Task Group on Retention and Transfer, more popularly known as the "Kissler Report" after Dr. Gerald Kissler, Associate Director of Planning, Chancellor's Office, UCLA, June, 1980. $2.00

28. Managing Planning and Review Processes #1, a position paper adopted Fall, 1983. $1.00

29. The Matriculated Student: An Academic Statement, a position paper adopted Fall, 1982. $1.00

30. Part-Time Faculty: A Position Paper adopted Spring, 1986. $1.00

31. Planning for Tomorrow: How to Prepare in High School for Your Community College Years-a draft document prepared by the Educational Policies Committee of the Academic Senate for California Community Colleges, Spring, 1986. $1.00

32. Political Effectiveness Manual-a draft document prepared by Thelma Epstein, Susan Liberty, and Sherrill Moses; edited by Debra Banks. Spring, 1986. Includes work of local senate and State Senate Political effectiveness committees, glossary of legislative terms, an explanation of the legislative process, and other information. $3.00

33. Proceedings of the Academic Senate for California Community Colleges — minutes, resolutions, attendees:

a. Fall, 1977
b. Spring, 1978
c. Fall, 1978
d. Spring, 1979
e. Winter Conference on Basic Skills
f. Fall, 1979
g. Spring, 1980
h. Fall, 1980
i. Spring, 1981
j. Fall, 1981
k. Spring, 1982
l. Fall, 1982
m. Spring, 1983
n. Fall, 1983
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p. Fall, 1984
q. Spring, 1985
r. Fall, 1985
s. Spring, 1986.

$3.00 each

34. Rationale for the Inclusion of the Academic Senate for California Community Colleges in Title 5, Spring, 1978. $1.00

35. Recommendations for California Community College Involvement in Admission, Retention, and Academic Achievement of Groups Presently Underrepresented in California Community Colleges. Written by Tyra L. Duncan-Hall and Marian Anderson on behalf of the

Academic Senate at the request of the Chancellor's Office as a response to Item 321, Supplemental Report of the Committee of Conference on the Budget Bill, California State Legislature, February, 1979. $2.00

36. A Report to the 1982 Spring Conference on Articulation, Competencies, and Community College Testing Practices, prepared by the Educational Policies Committee, Leon Baradat, Chair. Includes a survey by Senate Research Chair Phil Hartley on testing. Spring, 1982. $2.00

37. Role of the Academic Senates in California Community Colleges - revised edition. A position paper adopted at the Fall, 1980 Session. In brochure form, written by Norbert Bischof. Title 5 and commentary. $2.00

38. The Role of the Academic Senate in the Contemporary Community College - an address by Senate President Carmen Decker to the Fall, 1984 Senate workshop and adopted as a position of the Senate at the Fall, 1984 session. $1.00

39. The Rostrum-The Academic Senate newsletter. Susan Petit, editor. Vol. I, 1984-85; Vol. II, 1985-1986. Back issues as available. $1.00

40. Sixty Milestones in the History of Senates and the Academic Senate for California Colleges, selected and edited by Edith Conn, Archivist, April, 1986. $3.00

41. Statements on Preparation in English and Mathematics: Competencies Expected of Entering Freshmen and Remedial and Baccalaureate-Level Course Work. Prepared by the Academic Senates of the California Community Colleges, the California State University, and the University of California. A 1982 publication, the 98-page booklet includes sample mathematics problems and English essays.
$3.00

42. Survey of Local Senates conducted by the Research Committee, 1984-1985, on such issues as reassigned time, secretarial support, budget funding, office space, committee participation, etc. $1.00

43. Testimony by the Academic Senate during 1985-1986 on the Work of the Commission for the Review of the Master Plan for Higher Education given by officers and Executive Committee members. $2.00

44. Toward a More Effective Senate-a handbook for local senates compiled by the Relations with Local Senates Committee, Eileen Lewis, Chair. Fall-Spring 1984-1985. $2.00

45. Transfer Education: A Bridge to the Future- An Index to Senate positions and resolutions on transfer, articulation, basic skills/competency/remediation, counseling, general education/transfer, and matriculation, 1977-1984. $3.00

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